



# State of Wisconsin Department of Public Instruction

Elizabeth Burmaster, State Superintendent

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## \*\*\*NEWS RELEASE\*\*\*

### FOR IMMEDIATE RELEASE

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## State superintendent calls on entire Wisconsin community to support high-priority schools

*Announces schools identified for improvement under federal education laws*

MADISON—State Superintendent Elizabeth Burmaster said today that the entire Wisconsin community must take responsibility to support the academic achievement of “high-priority” Wisconsin schools. Burmaster’s announcement followed release of a statewide accounting of schools preliminarily identified for improvement because they have not met goals for “adequate yearly progress” as required by the new federal “No Child Left Behind” (NCLB) law.

“Supporting the academic achievement of students in these schools must be our top priority and we must all be part of the solution,” Burmaster said. “Our state’s future and the success of today’s children will be determined by our ability to meet this challenge. To lift achievement in schools identified for improvement, students need the support of their parents, families, and communities, which include state and local elected officials, county and social service providers, faith and civic groups, and business and industry partners.”

The schools represent 3 percent of the state’s 2,204 schools and all serve disproportionate populations of students from low-income families compared to the rest of the state. “The achievement gap for economically disadvantaged students is at the heart of schools identified for improvement,” Burmaster said. “We must continue our efforts to close the achievement gap and target our resources toward that goal.”

Schools identified for improvement missed adequate yearly progress (AYP)—the goals and benchmarks established in Wisconsin to meet the federal mandate for all children to be proficient in math and reading by 2014—for two consecutive years on the same indicator. The formula to determine adequate yearly progress used reading and math results from the 2002-03 Wisconsin Knowledge and

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Concepts Examinations (WKCE) along with other data. To meet adequate yearly progress for 2002-03, districts and schools had to have

- 95 percent of their enrolled students participate in statewide assessments at grades four, eight, and 10;
- fourth- and eighth-grade attendance rates of at least 84.9 percent and a high school graduation rate of 81.8 percent, or show growth from the prior year on these indicators; and
- 61 percent of students scoring proficient or advanced on the WKCE reading tests and 37 percent scoring proficient or advanced on the math tests.

Performance objectives apply to all students and to subgroups of students identified by racial/ethnic groups and English proficiency, disability, and income status.

“These students and schools need resources to help them achieve, which includes support for established programs that work: early learning opportunities that include 4-year-old kindergarten, smaller class sizes through Student Achievement Guarantee in Education (SAGE) program, and quality educators in every school and classroom through the Wisconsin Quality Educator Initiative (PI-34),” she added.

The majority of the schools identified for improvement receive federal Title I funding, which helps supplement educational opportunities for children who live in high poverty areas. Schools identified for improvement that receive Title I funding are subject to sanctions under NCLB.

Title I schools identified at the first level must offer students a chance to attend another higher performing public school in the district. Schools at the second level (missed AYP for three years) must offer public school choice and supplemental services such as after-school tutoring or other programming. Subsequent years as a school identified for improvement bring various corrective action requirements. Public school choice, transportation and supplemental services costs are to be paid out of the school’s federal Title I funds and must be available at the beginning of the 2003-04 school year. To be removed from priority status, schools must meet adequate yearly progress for two consecutive years.

Although only Title I schools face sanctions under federal education laws, the DPI will conduct an annual performance review of all schools and districts in the state. Schools that are identified for improvement must write an improvement plan and can request consultation or technical assistance to improve student achievement. Under Wisconsin state law, schools that participate in the Milwaukee Parental Choice Program, which provide vouchers to low-income parents in Milwaukee to send their children to private schools, are not subject to state or federal accountability measures of student performance and are not required to meet AYP or face any sanctions under NCLB.

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Burmaster praised the 97 percent of Wisconsin schools that met AYP in reading and math. She said that there are plenty of models of success to build on for the priority schools and that her administration would continue to be a resource for these schools.

“We know where we need to focus; now it’s everyone’s responsibility to do something about it,” Burmaster said. “This can be a challenge that unites us as a community. We all want these students to succeed and they should be our top-priority.”

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**NOTE:** An “AYP Primer,” which accompanies this news release, provides additional information about adequate yearly progress and how it relates to the federal Elementary and Secondary Education Act and schools identified for improvement.

Profiles for each school that has preliminarily identified for improvement will be available on the DPI website at 9 a.m. at < <http://www.dpi.state.wi.us/dpi/oea/annrww03.html> >. Click on “Profiles of Schools Preliminarily Identified for Improvement.” Schools were notified of their status in early July and have until Aug. 4 to appeal to the DPI. Schools will be notified of their final improvement status by Aug. 31.



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## An AYP Primer

Adequate yearly progress (AYP) is one provision in the Elementary and Secondary Education Act, first enacted in 1965 and reauthorized in 2001 as the No Child Left Behind Act. The Act encompasses 45 federal programs that distribute approximately \$22.2 billion in education funding in 2002-03 to the states. All school districts in Wisconsin receive some federal funding under ESEA.

### Where does AYP fit

Title I, which recognizes the historical link between poverty and low achievement, is the largest of the ESEA programs. School districts receive Title I funding based on the number of children ages 5-17 living in poverty and target funding to their neediest schools. Of the state's 2,204 schools, 1,087 are sharing \$151.7 million in 2002-03 federal Title I funding to supplement educational opportunities for children who live in high poverty areas: 801 for targeted assistance and 286 as school-wide schools.

Because the state receives and distributes Title I funds, it is subject to Title I requirements. AYP is one of the requirements of the Title I accountability system. State-level Title I requirements are

- Implement a statewide accountability system that ensures all students will be proficient or better in reading and math by 2013-14.
- Test all students in reading and math in grades 3, 4, 5, 6, 7, 8, and once in high school by 2005-06. Test students in science at least once in grades 3-5, 6-9, and grades 11-12.
- Establish goals and benchmarks that all schools must reach each year.
- Measure and report on the progress of all students and subgroups based on racial/ethnic groups and English proficiency, disability, and income status.
- Identify schools that did not make adequate yearly progress (AYP) in reaching state goals and benchmarks for all students or any subgroup for two or more consecutive years.
- Require all teachers teaching "core academic subjects" to be highly qualified. Core academic subjects under ESEA means English, reading or language arts, math, science, foreign language, civics and government, economics, arts, history, and geography.
- Develop a state report card with specific reporting elements prescribed in the law.

### How does AYP work

Under ESEA, all Wisconsin school districts and individual schools within each district must meet the state's four AYP objectives each year. The first two objectives, based on Wisconsin's statewide standardized tests in reading and math, have proficiency targets that move progressively from the starting point (61 percent of students scoring proficient or advanced in reading and 37 percent in math) to 100 percent

#### Adequate Yearly Progress

|  |         | Proficient or Advanced |        |
|--|---------|------------------------|--------|
|  |         | Reading                | Math   |
| Starting Point                         | 2001-02 | 61.0%                  | 37.0%  |
|  | 2002-03 | 61.0%                  | 37.0%  |
|  | 2003-04 | 61.0%                  | 37.0%  |
| Intermediate Goal<br>(New tests begin) | 2004-05 | 67.5%                  | 47.5%  |
|  | 2005-06 | 67.5%                  | 47.5%  |
|  | 2006-07 | 67.5%                  | 47.5%  |
| Intermediate Goal                      | 2007-08 | 74.0%                  | 58.0%  |
|  | 2008-09 | 74.0%                  | 58.0%  |
|  | 2009-10 | 74.0%                  | 58.0%  |
| Intermediate Goal                      | 2010-11 | 80.5%                  | 68.5%  |
| Intermediate Goal                      | 2011-12 | 87.0%                  | 79.0%  |
| Intermediate Goal                      | 2012-13 | 93.5%                  | 89.5%  |
| Final Goal                             | 2013-14 | 100.0%                 | 100.0% |

proficient by 2014. The U.S. Department of Education approved Wisconsin's progressive targets for reading and math proficiency because the early years will be spent implementing state and local support efforts to improve student achievement.

In addition to statewide student testing in reading and math, the other AYP objectives in the annual review expect schools and districts to have

- 95 percent of their enrolled students participate in statewide reading and math assessments, which includes Wisconsin Knowledge and Concepts Examinations (WKCE) and Wisconsin Alternate Assessments for Students with Disabilities and Limited-English Proficient students.
- elementary and middle school attendance rates of at least 84.9 percent and a high school graduation rate of 81.8 percent, or show growth from the prior year on these indicators.

The four AYP objectives apply to all students as well as to subgroups of students. Schools are identified for improvement when they miss the same objective for one or more student groups for two consecutive years. Because the test participation and attendance/graduation rate goals are new, only reading and math scores can be used in 2002-03 to determine schools identified for improvement.

Wisconsin's accountability plan has additional "safe harbor" provisions for schools that do not meet the reading or math objectives. Those provisions require that schools reduce the number of students scoring basic or minimal on WKCE reading and math tests by 10 percent *and* reach the goal for the science indicator. In future years, disaggregated attendance and graduation rate data will replace science as the second provision for "safe harbor."

## Levels of Accountability

Wisconsin will review all schools and districts annually to determine their progress toward the state's four AYP objectives. Although only schools receiving Title I funding are subject to ESEA sanctions, all schools identified for improvement must write a school improvement plan and will have access to consultation and technical assistance to improve student achievement. Schools receiving Title I funds are subject to sanctions that range from writing and implementing a school improvement plan to restructuring of the school.

A school identified for improvement at Level 1 (two years of missing AYP on the same indicator) must begin a school improvement process that includes writing a school improvement plan. In addition, a Level 1 school must offer parents the opportunity to send their child to another higher performing school in the district. In the second year a school is identified for improvement, the school must offer public school choice and supplemental services such as after-school tutoring or other programming to improve student achievement. In the third and subsequent years, schools are subject to various corrective actions. (A grid of Levels of Accountability is available on the DPI website at < <http://www.dpi.state.wi.us/dpi/oea/doc/sifilevels.doc> >.

## Additional ESEA/NCLB resources

### Wisconsin Department of Public Instruction

No Child Left Behind

<http://www.dpi.state.wi.us/dpi/esea/index.html>

Office of Educational Accountability

<http://www.dpi.state.wi.us/oea/index.html>

Annual Review of School Performance - Year of Testing: 2002-03

Profiles of Schools Preliminarily Identified for Improvement

<http://www.dpi.state.wi.us/dpi/oea/annrvw03.html>

WINSS

<http://www.dpi.state.wi.us/sig/index.html>

U. S. Department of Education

<http://www.ed.gov>